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ABSTRACT

This annotated list of institutions is the first of two documents produced in a study of training needs and opportunities in communication for development for personnel from less-developed countries. Three categories of institutions that either presently offer or have the potential to offer communication for development training are listed: U.S. universities, U.S. non-academic organizations, and Canadian and Western European organizations. Training in broadcasting and in social science approaches to communication and development are emphasized. Each institution is described briefly in terms of programs relevant to this survey, faculty and student activities, and interest expressed in further cooperation with USAID, the study's sponsor. A number of minority schools with communication programs have been included, most with a long tradition of service to predominantly black students. However, they have yet to expand into international communication or its application to development. (Author/RAO)

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AN ANNOTATED LISTING OF TRAINING INSTITUTIONS OFFERING COMMUNICATIONS COURSES TO DEVELOPING-COUNTRY PERSONNEL

Jeanne Moulton and Peter Spain

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The Institute for Communication Research
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INTRODUCTION

This annotated list of institutions is the first of two documents produced in a study of training needs and opportunities in communication for development for personnel from less-developed countries. This document lists institutions in the United States, Canada and Western Europe that either presently offer or have the potential to offer communication for development training. The second document describes in detail fifteen universities in the United States with training programs for students from less-developed countries. Both documents were prepared under contract with the U.S. Agency for International Development.

Included in this list are three categories of institutions: U.S. universities, U.S. non-academic organizations that might offer training, and Canadian and Western European organizations that offer training in communication for development. Under the terms of the AID contract, print journalism training was excluded. Emphasis was placed on training in broadcasting and in social science approaches to communication and development. Each institution is described briefly in terms of programs relevant to this survey, faculty and student activities, and interest expressed in further cooperation with USAID.

This list was compiled during the fall of 1977 in consultation with professionals in the field and review of pertinent documentation. Suggestions about training institutions were received from many sources; a suggested institution was then checked through its catalog in Stanford's Academic Information Center and, in most cases, by a phone call to the person in charge of the program at the institution. Where possible, the phone call was preceded by a letter to give the persons we intended to call a better idea of our task and our purpose. The annotations for each institution are based on those phone conversations, on catalog material, and on additional materials sent to us as a result of our phone calls. In all cases, the person phoned was asked if we could make contact again for further information. A preliminary draft of the listing for each U.S. institutions was sent to that institution for comment.

In the course of selecting institutions for inclusion, the following programs were reviewed.

1. "Broadcast Programs in American Colleges and Universities, 1974-1975," put out by the National Association of Broadcasters in 1975;

2. The Aspen Handbook on the Media, 1977-1979, edited by William L. Rivers, Wallace Thompson and Michael J. Nyhan. New York: Praeger, 1977.

3. A Directory of Sources of Assistance on Educational Technology for Development, from the Information Center on Instructional Technology of the Academy for Educational Development, 1975.

4. Educational Media Yearbook, 1977, by James W. Brown. New York: Bowker, 1977.

5. Mass Communication:Teaching and Studies at Universities, by May Katzen. Paris: UNESCO Press, 1975.

6. "Educational Broadcasting International," December 1976, Special issue on media training.

A number of minority schools have been included in this list. These schools, most with a long tradition of service to predominantly black students all have communication programs, but have yet to expand into international communication or its applicaton to development. AID collaboration with any of these schools would differ from collaboration with more developed programs at other colleges. However, the experience of the American black community may offer natural linkages to development work that could be a valuable component of AID's programs.

The minority schools are:
Alabama A&M
Clark College (Atlanta)
Florida A&M
Grambling State University
Howard University
Jackson State University
Norfolk State College
Shaw University
Southern University
Texas Southern University
University of the District of Columbia

Persons consulted include our colleagues in the international program at the Institute for Communication Research at Stanford, professionals at the Academy for Educational Development, the U.S. Department of Agriculture Office for International Training, the International Extension College in London, and the Stanford International Development Education Committee. Further, every person contacted by phone was asked for suggestions of additional institutions that we may have overlooked.

From this relatively long list of institutions, fifteen U.S. universities were selected by the Development Support Bureau's Education office for further detailed study. The report, "A Description of Training Institutions Offering Communications Courses to Developing-Country Personnel," is

the second document in this series. It covers the communication programs and other programs related to development in the following universities:

Cornell University
East-West Communication Institute
Florida State University
Indiana University
Michigan State University
San Francisco State University
Stanford University
Syracuse University
The University of Chicago
The University of Hawaii
The University of Massachusetts
The University of Pittsburgh
The University of Southern California
The University of Texas
The University of Wisconsin

There are other universities that, though not studied in detail, seem to have significant programs or a good potential for developing-country personnel. In the United States, these include Boston University, Massachusetts Institute of Technology, San Jose State University, the University of Hartford, the University of Houston and the University of Washington. Outside the United States, they include Simon Fraser University in Canada, Radio Nederland in Holland, The British Council, The Institute for Development Studies, and the International Extension College. This study does not include institutions in other parts of the world.

ALABAMA A&M UNIVERSITY

Department of English and Foreign Languages
Mrs. Audrey F. Vinson, Acting Chairperson
Normal, Alabama 35762
(205) 859-7321

A Telecommunications Major and Minor are offered under the auspices of the Department of English and Foreign Languages. This undergraduate program deals with basic courses in television and film, writing, production, and technology. No orientation is provided to Third World communication at this time.

BOSTON UNIVERSITY

Department of Educational Media and Technology
Graduate Media Program
School of Education
765 Commonwealth Avenue
Boston, Massachusetts 02215
Gaylen B. Kelley, Chairman
(617) 353-3519

The Department has a long history of funded training projects through the Office of Education. The graduate student enrollment includes many students from foreign countries. Currently, students from Iran, Taiwan, Korea, Egypt, Israel, Brazil, Colombia, Venezuela, Switzerland, Nigeria, Kenya and Canada are involved in academic programs on M. Ed., Certificate of Advanced Graduate Study, or Ed. D. levels.

The department currently has a contract with the United States Treasury Department for the development of a Resource Center for Economic Information for the Ministry of the Finance and National Economy, Riyadh, Saudi Arabia. A training component for this contract is currently being negotiated. An additional project is now under way involving the design of curriculum and training for the Armed Forces Radio and Television Center, Frankfurt, Germany. A proposal is now under consideration for work through AID in Cairo, Egypt.

Faculty with experience overseas include Dr. Gerald McVey (Philippines, Saudi Arabia), Dr. Robert Liao (Saudi Arabia, Iran, Taiwan, Japan), Dr. Gaylen Kelley (Germany, Puerto Rico), Mr. Peter Burrel (Germany), Mr. Jerry Powell (Saudi Arabia).

The graduate program enrolls approximately 115 doctoral students and 150 Master's students. Approximately 40 students are in certificate programs. Students can specialize in school librarianship, instructional technology and instructional television. A number of special courses are offered.

BOWLING GREEN STATE UNIVERSITY

Department of Speech Communication
303B South Hall
Bowling Green, Ohio 43403
Delmer M. Hilyard, Director
(419) 372-2136

The department has four programs, one of which is the Radio, TV and Film program headed by Dr. Robert Clark (419-372-2224). This program offers a B.A., M.A. and Ph.D. It is production-oriented, though the faculty is trying to move it slowly toward a theoretical leaning, including courses in research. Nothing is especially designed for students from developing countries, but since all graduate students choose from a "cafeteria" of courses, each can design his/her own program.

Courses such as educational broadcasting are useful to foreign students.

CLARK COLLEGE

Department of Mass Communication and Journalism
Professor William Ransom
Atlanta, Georgia 30314
(404) 525-1896

Clark offers two sequences now, in journalism and in broadcasting. In the Fall of 1978, a third program, in public relations, will begin, and a year later a broadcast management sequence will be offered as well. There have been no majors in this department from underdeveloped countries.

Clark has participated with the international programs of Crossroads Africa and with U.S. government agencies such as NASA, NIH, and others.

COLUMBIA UNIVERSITY

Graduate School of Journalism
New York, New York 10027
Elie Abel, Dean
(212) 280-3571

The program is strictly journalism (including radio and television) and, although it includes 12 to 15 foreign students a year, no special effort is made to have them apply what they learn to the situation in developing countries. However, students are required to take courses outside the program, and these could be in development.

Several faculty members, including Abel, have had teaching, research and other experience in developing countries; Abel was in India for some time.

About 150 applications are received annually from foreign students; often it is hard to help them cover expenses and no special provision is made for them in the program, nor are unqualified candidates admitted because their government is willing to pay for them.

CORNELL UNIVERSITY

Communication Arts Program
Ithaca, New York
Professor Royal Colle
(607) 256-6500

The program offers a Master's degree in communication arts, and a specialization to doctoral students earning degrees in areas such as development sociology, nutrition, agriculture, and so on. According to the descriptive booklet, the "focus is on the strategic application of communication knowledge and technology, rather than on technical competence in media operation. Students analyze problems in communication and develop related plans of action" (page 2).

Graduate courses include "Intercultural Communication," "Communication in the Developing Nations," and "Comparative Mass Media." Five of the ten faculty members have had experience in less-developed countries.

(See the detailed list of institutions.)

EAST-WEST COMMUNICATION INSTITUTE

East-West Center
1777 East-West Road
Honolulu, Hawaii 96822
Jack Lyle, Director
(808) 948-8624

The institute conducts research, offers professional development workshops, arranges seminars, offers grants for graduate study, provides information services and publishes papers, books and newsletters.

(See detailed list of institutions.)

EMERSON COLLEGE

Boston, Massachusetts
Department of Mass Communication
Dr. Gerald Kroeger
(617) 262-2010

According to Dr. Gerald Kroeger, Emerson offers a Mass Communication major with heavy emphasis on broadcasting and film. There are about 500 majors, but only 6 or so foreign students among them.

FLORIDA A&M UNIVERSITY

Department of Journalism
Professor Robert Ruggles, Chairman
Tallahassee, Florida 32307

This department offers undergraduate degrees with concentrations in print news, broadcast news, and persuasive communications. The broadcast sequence centers on the preparation of radio and television news. The University has a cooperative arrangement with Florida State University whereby students may enroll in courses at either campus. Therefore, FAMU students may take advantage of the mass communication program at FSU.

FLORIDA STATE UNIVERSITY

Instructional Systems Development Center (ISDC)
206 Dodd Hall
Tallahassee, Florida 32306
Professor Robert M. Morgan, Director
(904) 644-2570

The ISDC is divided into three units: the Center for Educational Technology, the Center for Educational Development and Evaluation, and the Instructional Support Center. The three overall goals of the ISDC are (1) to improve and economize educational programs through the application of research and technology; (2) to broadly engage in developmental research on all aspects of education; and (3) to provide training and technical assistance to educational agencies and institutions.

The Center has had extensive work in less-developed countries, including several contracts with USAID. Over a dozen faculty members have had international experience.

(See the detailed list of institutions.)

GRAMBLING STATE UNIVERSITY

Journalism Department
Professor Peter Dosher
Box 363
Grambling, Louisiana 71245
(318) 247-6941 ext. 453

Grambling's journalism orientation is highly experience-oriented. Radio and television courses are offered through the Speech Department. Only one undergraduate degree is offered, and no emphasis has been placed on international communication or on a program for foreign students.

HARVARD UNIVERSITY

Center for Studies in Education and Development
School of Education
Cambridge, Mass.
Dr. David Kline
(617) 495-3553

The Center now has a contract with AID to develop planning and analysis methodologies for school and nonschool education, i.e., methodologies for doing sector analyses, cost-benefit studies, needs assessment, information systems, equity assessments, etc., that feed into policy-making and planning. The task includes writing training manuals and testing the methodologies. Currently, most faculty and students are involved in this project.

Sixty percent of the 15-20 doctoral students are foreigners. The faculty does both research and teaching in varying proportions depending on political will and funding sources. An LDC student would attend the Harvard program to learn planning, policy and research skills in school or non-school education.

Kline is the only faculty member concerned with communications media, and this is part of his larger interest in nonformal education. Most of his work in communications is as a consultant to the East-West Center; his primary contact there is John Middleton, a Harvard graduate.

There are no courses at Harvard on educational media per se.

HOWARD UNIVERSITY

School of Communications
Lionel C. Barrow, Jr., Ph.D.
Washington, D.C. 20059
(202) 636-7690

The School of Communications is organized into three Departments: Communication Arts and Sciences; Journalism; and Radio, Television, and Film. All three have undergraduate programs, with 80, 150, and 225 majors respectively. The Communication Arts and Sciences Department offers Master's and doctoral programs in Communication Theory and Rhetoric, Linguistics, Organizational Communication, and Communication Sciences. Although the School of Communication was organized in 1972, it is already the fourth largest school at Howard University.

While there is no International Communication specialization in any of the departments, there are courses in each department which focus on international concerns. Titles include: Survey of Foreign Press Systems; International Affairs Reporting; International/Intercultural Communications; Pidgin and Creole Languages; Third World Cinema; and International Broadcasting. One department (Communication Arts and Sciences) is in the process of developing a program of International/Intercultural Communications, which we hope to offer in the next three years. In addition, a new appointee for Fall 1978 will be a specialist in International/Intercultural Communications. Consequently, while foreign students in the School of Communications currently find a very limited curriculum on international issues, this are is being expanded. Twenty-five percent of the Howard student body are foreign students, and the faculty is made up of many foreigners also. The potential for future programs focusing on international communication is strong at Howard.

INDIANA UNIVERSITY

Bloomington, Indiana 47401

(a) Department of Telecommunications
Prof. Richard Burke
(812) 337-2635, 337-5814, 336-6168 (home)

Burke has had experience in El Salvador, Argentina, Bolivia, and Pakistan. Although he is not in the School of Education, he works with John Molstad, Warren Stevens, Dennis Pett and Michael Molenda in the Division of Instructional Systems Technology (DIST) in the School of Education. The Dept. of Telecommunications offers a B.A., M.A., M.S. and Ph.D. in mass communication research. Many students major in telecommunications and minor in DIST or vice versa. Burke teaches a course in instructional television program design. Thirteen of twenty-five students are foreign.

(b) Division of Instructional Systems Technology
School of Education
John Molstad, Chairman
(812) 337-1362

The Division of Instructional Systems Technology (DIST) has had contracts with AID since 1956 and has trained students from 75 countries. The graduate program is geared to instructional development media; most courses are generally oriented (as opposed to being divided into specialities such as radio, tv, textbooks, etc.). LDC students also take courses in development.

DIST has a training program for Saudis in media production. Warren Stevens is director of foreign student activities.

Courses offered in Instructional Systems Technology include: Educational Media in Areas of Rapid Change, Radio and Television in Education, Introduction to Diffusion and Adoption of Educational Innovation, Diffusion and Adoption of Educational Innovation--Models, Techniques and Applications.

(See the detailed list of institutions.)

JACKSON STATE UNIVERSITY

Department of Mass Communications
Dr. Johnny E. Tolliver
Jackson, Mississippi 39217
(601) 968-2151

The Department of Mass Communications offers a B.S. in Mass Communications with concentrations in Broadcasting, Journalism, Film, and Commercial Recording.

Broadcasting involves work in a radio or television studio to learn station operation. Journalism majors work on newspapers, on- and off-campus, or may focus on magazine writing. Film majors must produce their own motion pictures. Persons concentrating in Commercial Recording learn in a four-track recording studio, and have the opportunity to produce their own records.

There is no special focus on development or on foreign students, though one graduate seminar does deal with mass media in developing countries and five African students are enrolled in the communication program. The graduate work is done under the Department of English.

MASSACHUSETTS INSTITUTE OF TECHNOLOGY

Department of Political Science
Division of Political Communication and Behavior
Cambridge, Massachusetts 02139
Dr. Ithiel De Sola Pool
(617) 253-5262

The Division does not offer a degree; a student must earn a degree in a department such as Political Science or Economics, but he may specialize in communications. The program does not teach media technology, and it has no applied training. It is strictly a social-science research program, but includes policy and planning courses; most students go back to jobs in their countries as policy-makers and administrators. Most LDC students in the division are learning about nutrition planning, mass media and communications

Based on his experience working for USAID, Pool thinks the program would have much to offer to students from developing countries who are being trained for high-level policy positions, but not to those who want applied technical training.

MIT also houses the Center for International Studies, which is primarily a research program.

MICHIGAN STATE UNIVERSITY

East Lansing, Michigan 48824

(a) Department of Communication
Bradley S. Greenberg, Chairman
(517) 355-1855

The department is relatively large, with over 5,000 majors. The faculty have worked extensively with overseas students and have had a long series of contracts with AID. Dr. Robert Morris has directed workshops in communications for over a decade. This year the academic courses in international communications are taught by Dr. Felipe Korzenny (517-355-6568). These include (1) communication and change and (2) cross-cultural communications. These courses cover the literature on what is known about communications and diffusion of innovations in developing countries.

Students in the program can earn an M.A. in knowledge utilization. Of the 40 students in the M.A.s program, about 20 are from developing countries and return home to work with their M.A. A doctorate is awarded in knowledge generation; two or three students graduate each year.

(b) Department of Journalism
Dr. James Scotton
(517) 355-1815

The department has a heavy emphasis on international work; faculty include Mary Gardner (LA), Vic Vishera (India), and Scotton, who was head of the Department of Journalism at Lagos for two years. He has just written a paper on the use of media in rural Africa.

Scotton is the newly appointed chairman of the African Journalism Training Committee of the Overseas Liaison Committee, which will hold its first meeting soon. The committee includes Sidney Head (Broadcasting in Africa) and Wiliam Hachten (Print Media in Africa).

In late 1977 there was a conference in Washington D.C. on mass communication in Africa, and in February, 1978 there will be another at Howard University that stresses training.

(c) Institute for International Studies in Education
513 Erickson Hall
Cole S. Brembeck, Director
(517) 355-1855

This institute is the home of the Program of Studies in Nonformal Education in the College of Education, supported since 1971 by grants from AID. The program has two main goals: (1) to create new knowledge and systematize current

knowledge about nonformal education, and (2) to provide technical assistance and consultation services aimed at improving the quality and efficiency of nonformal educational programs in developing countries.

Much of the work at MSU is interdisciplinary, with cooperation among departments such as the Department of Journalism and the Institute for International Studies in Education.

(See the detailed list of institutions.)

NORFOLK STATE COLLEGE

Dr. Wilbert D. Edgerton
Mass Communication Department
2401 Corprew Avenue
Norfolk, Virginia 23504
(804) 623-8454

The basic Mass Communications curriculum offered by Norfolk State includes a radio-TV sequence, a mass communications sequence (History of Mass Media and Society and Mass Communications), and a film sequence.

The program offers practical exposure to, and experience in broadcasting and film. In addition, it provides a unique opportunity for students with musical talents to gain experience in media through the Music in Media curriculum in which students utilize contemporary media in the programming and production of music.

NORTHWESTERN UNIVERSITY

Radio, Television and Film
School of Speech
Dr. Martin Maloney
Evanston, Illinois 60201
(312) 492-7315

At present there is no special program for students from developing countries. However, there is a growing number of such students, and the program is hoping to strengthen its links with other development-oriented programs on campus. An example of this is the African Studies program, directed by John Gartley.

SAN FRANCISCO STATE UNIVERSITY

1600 Holloway Avenue
San Francisco, California 94132

(a) Broadcast Communication Arts Department
Quinn Millar, Chairman
(415) 469-1787

Dr. Quinn Millar, chairman of the department, says that the department has had foreign students from many developing countries. Most of them enter the M.A. program with extensive experience in broadcasting, educational broadcasting, administration, etc. They are already professionals. There is no program specifically designed for foreign students, but most have their own goals. They are able to attend courses anywhere in the university, so they can learn about development while in the program.

Singer Buchanan is a new faculty member who has conducted workshops in Africa through the State Department.

(b) Educational Technology Center
Marvin Silverman, Director
(415)469-1010

The Educational Technology Center offers a Master's degree in Education with a concentration in educational technology. According to the program description, the "program may be adapted to serve people in a wide variety of educational settings....Three areas of specialization are offered: (1) design-based instructional technology, (2) production-based instructional technology, and (3) administration-based instructional technology."

(See the detailed list of institutions.)

SAN JOSE STATE UNIVERSITY

School of Education
Department of Instructional Technology
San Jose, Ca. 95114
Harold H. Hailer, Chairman
(408) 277-2631

The Instructional Technology department has existed since 1964 as a separate unit of the School of Education, and as an integrated teacher-education support program for other departments. They offer an M.A. program in Education, with specialization in Instructional Technology. They combine instructional media training with training in instructional design.

As for international applications, most of this has come from the international students in the program; the program is not international as such, but some faculty have had extensive field experience in less developed countries. The Department is cooperating with another branch of the School of Education in an AID project "Learning Resource Center-Based Community Education Systems." Earlier projects have involved them in Guatemala, Nicaragua, Paraguay, and Costa Rica. The official School of Education attitute is that they wish to extend their participation in inter-American educational affairs.

James Brown of the SJS faculty is compiling a bibliography on LDC media applications for AID's Technical Assistance Bureau.

SHAW UNIVERSITY

Department of Radio-Television-Film
Professor Paul Vandergrift
Raleigh, North Carolina 27602
(919) 755-4800

The Department offers an undergraduate degree, providing the fundamentals of production for radio, television, and film, as well as the history of the media and communication research. The university radio station, 12,600 watts, provides a learning setting for RTF majors.

SOUTHERN UNIVERSITY

Department of Communications and Instructional Technology
Dr. Henry Wiggins, Chairman
Stewart Hall, Room 130
Baton Rouge, Louisiana 70813
(504) 771-5790

The Department of Communications and Instructional Technology offers an undergraduate interdisciplinary program as a minor for students in English, Journalism, Speech, and Theater. It also provides a Master's degree in education, with courses on instructional technology.

There has been no special program in international communication or for foreign students.

STANFORD UNIVERSITY

Stanford, California 94305

(a) The Institute for Communication Research
Nathan Maccoby, Director
(415) 497-2753

Stanford offers a Master's program specifically for LDC students. This program has been accepting between seven and ten students per year since 1974. The courses in communication theory are related to the role of communication in social change in LDCs, and the research projects by the students must focus on LDC situations. In fact, students are encouraged to return to their home countries to carry out their Master's research.

All the faculty in this program have had extended overseas experience. Much of their research and writing has been precisely on the topic of the role of media in development. They have run short courses, as well as the regular academic courses, for foreign visitors and have provided seminars in developing countries.

There are other foci, such as in health communication and developmental (life-cycle) communication. Doctoral students in communication research, whatever their interests, are all exposed to some degree to problems of international development.

(b) Department of Communication
Broadcast and Film Division
Henry Breitrose, Chairman
(415) 497-4631

This program offers Master's degrees in broadcasting and film. While there is no special development orientation, some student film-makers have produced development-related films, and B&F students may take courses in the Institute for Communication Research within the Department.

(c) Stanford International Development Education Committee (SIDEC)
School of Education
Dr. Hans Weiler, Chairman
(415) 497-4644

(See the detailed list of institutions.)

SYRACUSE UNIVERSITY

Syracuse, New York 13210

School of Education
Burton Blatt, Dean (our contact: Dennis Gooler, 423-3702)
(315) 423-2505 School of Education

According to Dennis Gooler in the Instructional Technology Section of the School of Education, the School has two international contracts, one with NIRT in Iran and one with Indonesia. They hope to train nationals from these countries in the evaluation of instructional materials. For the Iranians (13 NIRT employees) they have provided six months on-site training in Iran, and now are giving them twelve months in Syracuse; these students will get an M.A. They are taking regular courses, but there was a special six-week orientation for them, with stress on English writing skills. For the Indonesians, Syracuse sent four professionals to Indonesia for eighteen months, to train local professors in media, educational technology, and evaluation. On December 5, twenty Indonesians came to Syracuse for training in production and research skills--courses will be tailor-made for them. They too will get a six-week orientation.

For both groups, there are non-credit seminars dealing with development issues.

Also, there are seventeen other LDC students, mostly in the instructional technology M.A. and Ph.D. programs.

Most of the faculty have worked abroad. They are quite aware of the needs of foreign students, and meet regularly to discuss the status and requirements of the foreign students.

(See the detailed list of institutions.)

TEMPLE UNIVERSITY

(a) Department of Educational Media
College of Education
Dr. Donald J. Fork, Chairman (215-787-6003)
Department (215) 787-8402

The Department of Educational Media offers graduate work leading to the Master of Education and the Doctor of Education degrees and the Certificate of Advanced Graduate Study. The program is designed to prepare individuals capable of planning and implementing programs which employ instructional technology to enhance the interaction of teaching and learning throughout the field of education. Emphasis is placed upon the development of skills in administration, supervision, instructional and technical consultation at the elementary, secondary, and university levels as well as in private industrial educational settings. Laboratory experience is offered in the production of graphics, visual materials, photography, motion pictures, and instructional television sequences. All functions are coordinated with the concepts of communications theory, curriculum development, learning theory, and educational psychology.

At the Master's level there are presently three tracks: (1) the track for Classroom Teachers is intended to provide an opportunity for practicing teachers to develop specialized media competencies and skills that can be used to increase their effectiveness as educational cmmunicators and managers of instructional information in individual classroom situations; (2) the track for specialization in Training and Instruction is intended to provide an opportunity for individuals with backgrounds other than public school teaching to develop specialized media and teaching skills that can be used to increase their effectiveness as communicators and managers of instructional information in medical, governmental, and commercial training situations; and (3) the track for Media Specialist with Certification offers candidates an opportunity to pursue advanced study in the Educational Media field and provides them with background understanding in other professional areas, as well as a certification program for Instructional Media Specialists within the Commonwealth of Pennsylvania. LDC people can take all these courses.

Recent Ph.D. research efforts have been in areas such as the use of media in public relations, the history and effectiveness of ITV, information mapping, educational film evaluation and the analysis of captioned TV for the deaf.

International involvement has been limited to Departmental study tours to other countries and individual faculty involvement in internation consultancies, organizations and activities. They have had several LDC students from both developed and developing countries. Recent representatives from Costa Rica under OAS sponsorship came to visit the many

exemplary programs in the Philadelphia area and to study the ways that media could be more effectively employed in the establishment of a nationwide system of school library/media centers.

In addition, individual faculty members have hosted representatives from such countries as Egypt and Korea. As for short courses, one faculty member has offered a Latin American Institute on Media and Instruction in cooperation with the Library-Training Office of the OAS.

(b) Department of Journalism
Jacqueline Steck, Acting Chairperson
(215) 787-8343

There is no development-oriented program, but there are some staff, e.g., John Lent and Gerry Knudsen, with international interests, and students can choose them for advisors. Both work on media other than print. Of course, students may take courses in other departments. They have given short summer courses in Mexico and Israel, and they are now trying to set one up in Cuba.

TEXAS SOUTHERN UNIVERSITY

School of Communication
Carlton W. Molette, Dean
Houston, Texas 77004
(713) 527-7011

The School of Communication is made up of five Departments: Communicative Disorders, Journalism, Speech Communication, Telecommunications, and Theatre/Cinema. All departments offer an undergraduate degree and all except Communicative Disorders offer a Master of Arts degree.

Texas Southern provides a strong curriculum in the School of Communication, a program that is both well-staffed and well-equipped. The production skills are offered in the Telecommunication Department, the research skills in Speech Communication, and an emphasis on international communication can be found in the Journalism Department.

The University has growing interest and traditional commitments to international work. A September 1977 paper by its President, G.M. Sawyer, discusses the "Global Campus" concept, and describes TSU's burgeoning involvement with foreign students. As of Fall, 1977, there were 1580 foreign students at Texas Southern, including 780 from Iran and 469 from Nigeria. Texas Southern is one of eight American universities chosen by Nigeria to train up to 100,000 Nigerians by 1985. TSU, more than many schools and much more than other minority schools, has the interest, the faculty, and the leadership to plunge into increasing international commitments.

UNIVERSITY OF CALIFORNIA, BERKELEY

Mass Communications Project
Department of Special Programs
Berkeley, California 94720
Prof. Charles Y. Glock, Acting Chairperson
(415) 642-0108

The Mass Communications Project, at present, supervises an Individual Major in Mass Communications at the undergraduate level. Beginning in Fall 1979, a Group Major in Mass Communications will be inaugurated. The Group Major will provide a set of four core courses in the field of mass communications including a lower division introductory course and upper division courses in the structure of mass communications, mass communications effects, and mass media and social policy. Majors will be required to take additional courses from a specified list including a course in the methods of social research. The major is to be offered through the Department of Special Programs of the College of Letters and Science. For further information, write Professor Todd Gitlin, Department of Special Programs, University of California, Berkeley, CA 94720.

UNIVERSITY OF CALIFORNIA, LOS ANGELES

Graduate School of Education
Los Angeles, Ca. 90024
Dr. Thomas J. LaBelle
(213) 825-7635

Within the Department of Education, there is the Center for the Study of Evaluation (CSE). This was established in 1966 by the Federal Government to improve the way in which educational programs are evaluated. Under the sponsorship of the National Institute of Education, CSE conducts basic research and develops products for use in school systems and social action programs. Actual evaluation studies and training programs are also conducted under contracts with various UCLA departments and with state and federal agencies.

The UCLA program does not emphasize communication media, though they inevitably touch upon the media. They have programs in Comparative Education, Curriculum, the Study of School Programs, Learning and Instruction, and Research Methods and Evaluation. James Popham and Eva Baker are those involved, along with LaBelle. It is Dr. LaBelle who has the international interest.

UNIVERSITY OF CHICAGO

Community and Family Study Center
Dr. Donald Bogue, Director
(312) 753-2974

They offer two M.A. programs, one in Communication for Social development and the other in Population Education; also they offer shorter workshops each summer. According to Dr. Bogue, "We are also helping Universidad Iberoamericana, a good school in Mexico City with the nation's only M.A. program in communication, to launch a Communication for Social Development M.A. program for Latin Americans. We are holding a one-month seminar on Population Education with the Department of Education, University of the Philippines (probably in April, 1978) and a workshop on population education, American University, Cairo, possibly in August 1978."

The Center is cooperating with UNICEF, UNESCO, and IPPF-Nairobi to offer a residential study program that will be held in Nairobi from February 7 to April 6, 1978. During these nine weeks, eight courses will be offered for persons in communications work. These courses are:

1. Comm. 101--Principles and Theories of Communication

2. Comm. 102--Planning and Management of Communication Programs

3. Comm. 103--Interpersonal Communication and Adult Education

4. Comm. 104--Cultural and Psychological Aspects of Social Development

5. Comm. 105 and Comm. 106--Mass Media for Social Development

6. Comm. 107--Applied Social Statistics and Survey Methods

7. Comm. 108--Communication Research and Evaluation

There will be approximately fifty students, grouped into four categories and taking courses as follows:

Administrators, who will take Comm. 101, 102, 104, 108

Production specialists, who will take Comm. 101, 103, 105, 106

Research specialists, who will take Comm. 101, 104, 107, 108

Training specialists, who will take Comm. 101, 103, 104, 107

Bogue has worked closely with AID in the past, both on specific population projects and in the formulation of policy in the population area. He believes that the best training is in-country training, of which this program is an example.

(See the detailed list of institutions.)

UNIVERSITY OF DENVER

Department of Mass Communication
Denver, Colorado
H. T. Spetnagel, Chairman
(303) 753-2166

At the Master's level the approach is academic, with courses in law, economics, and social psychology as they relate to mass communication. There are also courses in production. The undergraduate level offers both production courses and theoretical courses.

They may have one or two LDC students per year, but there never have been any programs for them, long-term or short-term, and there is no possibililty for these in the near future.

UNIVERSITY OF THE DISTRICT OF COLUMBIA

Division of Media
Professor John J. Tzeng
1100 Harvard Street, N.W.
Washington, D.C. 20009
(202) 673-7035

There is no special program for foreign students. The media-related courses pertain to the use of instructional technology in the classroom. The courses offered in 1977-1978 were: Use of New Media in Instruction and Preparation and Production of Instructional Television.

UNIVERSITY OF FLORIDA

College of Journalism and Communication
Gainesville, Florida 32601
Ralph Lowenstein, Dean
(904) 392-0466

This is one of the three or four largest journalism colleges in the country, with over 1,150 total enrollments. Though they have a large print-journalism program, they also have extensive facilities for non-print communications. Their facilities include two commercial radio stations and one PBS TV station on-campus. By mid-1980, they will have a new $6.3 million building just for journalism and communications, reflecting their sizable enrollment.

As for developing-country emphasis, there are two faculty members who specialize in international communication; one is the chairman of the AEJ International Communication group. The college dean is also an international communication specialist. There are some foreign students in the department. The coverage area around Gainesville is similar to an LDC in many ways. One radio station already produces a bilingual (Spanish-English) news program each day.

UNIVERSITY OF HARTFORD

New England Instructional Television Research Center
West Hartford, CT. 06117
Bernard Z. Friedlander, Ph.D., Director
(203) 243-4552

The Center has had extensive experience with the evaluation of ETV effectiveness, and has trained many evaluators. While NETREC is not an academic program itself, it collaborates with people from Psychology and Communication Arts. Friedlander himself is a psychologist who "backed" into the field. They have worked with all kinds of foreign students, and could develop tailor-made programs for them. There is a cluster of faculty at the University with interest in international matters. Friedlander was very interested and confident that they could train LDC people in evaluation design.

Areas of specialization include assessment of comprehension and comprehensibility of instructional television programs; effects of educational and broadcast television on child socialization and development; general mass communications research; and the effects of televison advertising on children. Ongoing research projects include evaluations of bilingual (English/Spanish) television programs directed toward children and adults; consumer education and television advertising; and children's identification with television characters and personalities.

UNIVERSITY OF HAWAII

Honolulu, Hawaii 96822

(a) Department of Educational Communications and Technology
Wist Hall 105
1776 University Avenue
Geoffrey Z. Kucera, Chairman
(808) 948-7671

There is room here for individual emphases both for LDC students and for U.S. students. Emphasis can be on development if they want it, because out of five faculty members, four have LDC experience and/or interest. The department has a solid interest in development questions. Students concentrate on both production and theory, and all students have to do some kind of research at the M.A. level as well.

As for short courses, they have done them in the past and could do them in the future. Kucera has found, though, that it is sometimes hard bureaucratically to get an LDC student to come for a non-degree program.

The development focus here comes from student interest rather than from the emphasis of the program. When a student has a development interest, the faculty will respond to that interest and guide the student; but the course offerings are not explicitly development-related

(b) The School of Public Health
1960 East-West Road
Jerrold M. Michael, Dean (our contact: Dr. Satoru Izutsu)
(808) 948-8491

While there are many foreign students in the School and while many of the seminars are experience-based in developing-country situations, there is no explicit emphasis on communication. However, students can and do go to the East-West Communication Institute for courses on communication and research design.

(See the detailed list of institutions.)

UNIVERSITY OF HOUSTON

Gulf Region Educational Television Affiliate (GRETA)
Houston, Texas
Dorothy Sinclair, Director
(713) 749-4301

GRETA is not doing any training now, but they are interested in doing some. They had a proposal being developed with Stanley Applegate of the Latin America Education Office of AID, but Applegate was transferred to Egypt. The proposal was to train Chicana and Latin American women in the use of media and the design of programs so that they could produce programming for similar women. Sinclair's idea was to get women from the upper classes of these groups to produce programs for lower-class Latin women. The programs were to be instructional. Training would be given both in Houston and in Latin America; production would be in Latin America, except for the programs to be directed to low-income Spanish-speaking women in the U.S.

UNIVERSITY OF LOUISVILLE

The Center for International Development (CID)
Washington, D.C. Office
11 Dupont Circle
Suite 802
Washington, D.C. 20036
(202) 387-3415

This is a newly created center devoted to planning, research evaluation, and training in international development. Particular expertise exists in international education, health and medicine, the social sciences, innovations in teacher education, and communications technology.

Jerry Rubin is the assistant director of the Center in Washington, and Carol Miller is the director; she also works in the University President's office in Louisville (502-588-5417).

They offer no training now. A new director is being sought; Ms. Miller is filling in. There will not be any courses this year, but within the next two years they will begin something. There is interest in both long- and short-term training, with support from the President, James Miller.

Everett Egginton (588-6475) in the School of Education is in charge of the International Education Center, set up by President Miller. This is meant to provide technical assistance to the Third World, but has never done any. The only training they have done was for Jefferson County ITV people; they went to El Salvador to see the work in ITV there. Prospects are (1) for a consultant from Javeriana's Open University program in Colombia to come to help them; (2) for them to send 25 teachers to Colombia for another study tour; (3) work in ethnic heritage studies, to sensitize public-school teachers to other cultures than their own. They have foreign students, and Egginton has worked a lot in Latin America, but so far programs are thin.

They could develop short courses, particularly in educational technology.

Egginton has the ability and background, as indicated by his resume, to carry out training for Latin Americans in education, but there is no indication that he has had any training or experience in educational technology.

UNIVERSITY OF MASSACHUSETTS

Amherst, Massachusetts 01002

(a) The Center for International Education
Hills House South
David Evans, Director
(413) 545-1590, 545:0465

The Center for International Education has a large program in nonformal education, including use of intermediate technology in development. The focus is on lower-level technology, such as cassettes, fotonovelas, puppet theater, etc. including radio, but not including television and other high-cost media.

(b) The Media Center
School of Education
Reginald Damerell, Director
(413) 545-0135

The Center has a small program in educational technology; it has no particular emphasis on developing countries, but is used in conjunction with the Center for International Education by students who focus on development.

(c) Department of Communications
Kenneth L. Brown, Chair
(413) 545-2260

Faculty in this department have worked occasionally with students in the Center for International Education.

(See the detailed list of institutions.)

UNIVERSITY OF MID-AMERICA

P.O. Box 82006
Lincoln, Nebraska 68501
(402) 467-3671

Kenneth Warren of the Marketing and Information Office at UMA explained that UMA is a non-profit corporation with a small staff and does not presently offer training. However, they have had student Research Assistants, including some from Latin America and India. He thought there might be potential for an internship or some such arrangement in the future.

The University of Mid-America offers neither credits nor degrees. Its course design and production processes are patterned after the British Open University. It carries on a considerable amount of research and evaluation. Dissemination of research information and course materials is a principal objective of UMA. Since 1974, it has sponsored an annual national conference on Open Learning and Nontraditional Study in which practitioners and theorists have participated. UMA has received numerous visitors from every state in the union and a score of foreign countries.

UNIVERSITY OF MINNESOTA

Department of Journalism and Mass Communication
Minneapolis, Minnesota 55409
Irving E. Fang, Chairman
(612) 373-3565

Professor Robert Lindsay of the Minnesota faculty has been heavily involved in international communications work and in the training of students from developing countries. On behalf of the Department of State, Lindsay is now surveying the developing world with a view to improving their training capacity for mass communication.

The Department offers a graduate concentration in international mass communication, including courses in International Communication, World Communication Systems, Mass Communication Problems of Developing Countries, and Methodological Problems in International Communication Research. As of January 1978, there were 28 graduate students from less developed countries in the program. Recent graduates have worked on communication issues in Nigeria, Ethiopia, Thailand, and Mexico.

Minnesota graduates have been placed on faculties in the developing world and with international bodies such as the East-West Communication Institute, FAO, and UNESCO.

UNIVERSITY OF NORTH CAROLINA

Carolina Population Center
Chapel Hill, North Carolina
Richard Urdy, Director
Daniel Jones, Assistant Director
(919) 966-2157

According to Mardi Addleton, the Center is not a teaching institution, and no longer has a communication component. The main contact they have with AID's OIT is through short-term foreign visitors (one day-two weeks) who are sent there for observation tours. The Center holds seminars, makes reference documents available, and has a mailing list. However, for specific training, a student would have to go to one of the departments of the University of North Carolina.

UNIVERSITY OF PENNSYLVANIA

Annenberg School of Communications
Philadelphia, Pennsylvania 19104
George Gerbner, Dean
(215) 243-7041

Gerbner provided the following statement:

"We conduct a graduate program leading to the Master of Arts and Ph.D. in Communications. We believe that learning the basic discipline of communications study and research is the best preparation for contributions to knowledge and to successful operation in any specific situation. Although we have no specific courses in regional (or 'developmental') applications of communications research and practice, we have faculty members experienced and knowledgeable in such areas who can and do guide the application of research to problems of developing countries.

About ten percent of the School's students come from abroad, and half of those from developing countries."

UNIVERSITY OF PITTSBURGH

International and Development Education Program (IDEP)
5A01 Forbes Quadrangle
University of Pittsburgh, Pittsburgh, PA 15260
Dr. John Singleton, Chairman (412) 624-5574
Dr. Seth Spaulding, Professor with joint appointment in Educational Communications and Technology (412) 624-1278

IDEP is an inter-disciplinary graduate program offering both Master's and Doctor's degrees. It specializes in the study of education problems around the world as they relate to economic and social development and change. Program emphases include educational planning; educational anthropology; non-formal education; educational technology in developing countries. Students are encouraged to design programs suited to their experience and interests and may take joint majors and/or minors in other programs in the School of Education, the Graduate School of Public and International Affairs, or within the social-science disciplines. A number of students have planned joint programs with the Educational Communications and Technology Program within the School of Education, a program which includes courses ranging from theory and research to those emphasizing hands-on experience in the production of teaching-learning modules and systems, television programs, graphics, films and the like.

IDEP has five full-time tenure-stream faculty plus several joint-appointment faculty tenured in other departments; the Educational Communications and Technology Program has four tenure-stream faculty plus a number of part-time faculty. Both programs are essentially hard-money programs which do not depend on contracts and grants for their continuation. Attached to IDEP is an International and Development Education Clearinghouse which collects and classifies research reports, educational plans, and other documentary information in other countries. IDEP is also active in the various area-studies on campus and several faculty members have joint appointments with other departments (i.e., Anthropology; Graduate School of Public and International Affairs; School Administration; Educational Communications; etc.). Students majoring in other programs often take some course work in IDEP if they are interested in the application of their specialties in other countries.

UNIVERSITY OF SOUTHERN CALIFORNIA

Los Angeles, California 90007

(a) Annenberg School of Communications
Frederick Williams, Dean
(213) 741-6273

We talked with Dianne Bozler, the Assistant for Student Affairs, who called on behalf of Dean Williams. She saw no development focus to the program as such. To find courses, students have to investigate various departments, but the faculty is quite willing to help students with such development interests. As stated in their catalog under "Doctor of Philosophy in Communications," "the department also participates in an interdisciplinary major in communication. While the study of communication theory is a central concern of the Department of Speech Communication, applied aspects of communicative arts and sciences may profitably be studied in alliance with related departments." The same possibilities exist within the Annenberg School as within the Department of Speech Communication. The Annenberg School, however, has no explicitly development-related courses. One course is offered in Intercultural Communication, dealing with theory and research in ethnic, cross-cultural or international communication.

(b) Department of Instructional Technology
School of Education
(213) 741-6263

Dr. Robert J. Casey of the Instructional Technology Department described USC's extensive experience and current involvement with Third World countries. About half of the Department's student body comes from developing nations. They have developed a three-month training program with NIRT in Tehran. That curriculum already exists and is a complete package.

He also described the Instructional Development Institute, a six-day intensive training program that has been used by medical school faculties in the Philippines and elsewhere. USC participates in this along with a consortium of four other universities, the UCIDT (see below).

(c) University Consortium for Instructional Development and Technology (UCIDT)
William H. Allen, Chairman
(213) 741-6263

The Consortium is made up of the Chairman and key staff members of five major departments of Instructional Develop-

ment and Technology at the University of Southern California, Indiana University, Michigan State University, Syracuse University, and the U.S. International University in San Diego. The National Office of the Consortium is located at USC and Dr. William H. Allen, Chairman of USC's Department of Instructional Technology, is National Director of UCIDT.

The purpose of the consortium is to provide a level and quality of professional service in instructional development and technology which would not be possible through a single or a lesser combination of institutions in this field. The UCIDT has (1) developed and conducted special media institutes for university directors of teacher-education institutes under USOE's NDEA Title XI program, (2) produced 40-hour instructional development institutes for training teams of teachers, administrators, specialists and community leaders in a systematic approach to solving educational problems, (3) adapted the Instructional Development Institutes for use in the Philippines and other Southeast Asian countries and developed a training program for educational technologists in Iran with NIRT and (4) conducted policy seminars and issued working papers that have been published in book form.

Inquiries about the consortium may be directed to the National Office or to any member of the UCIDT Directorate.

(See the detailed list of institutions.)

UNIVERSITY OF SOUTH FLORIDA

Tampa, Florida
Human Resources Institute
Dr. Edgar G. Nesman
Dr. Thomas A. Rich
(813) 974-2122

The University of South Florida does not have a structured program that is organized for trainees in international development. During their involvement with the Guatemalan Basic Village Education (BVE) Project they have offered training experiences to more than 20 graduate students from Sociology, Psychology and Aging Studies. This includes students from Panama, Bolivia, Chile and Brazil as well as those from the United States.

In addition to BVE, USF has been involved in the evaluation of Literacy, Family Planning, and Agricultural Development Projects. Each of these has offered training opportunities as well.

The regular course offerings in Research Methods, Interviewing Techniques, Social Change, Comparative Study of Rural Societies, as well as special graduate seminars and directed studies, serve to give theoretical reinforcement the practical experience.

UNIVERSITY OF TEXAS AT AUSTIN

School of Communication
Austin, Texas 78712
Wayne Danielson, Dean
(512) 471-5775

Danielson affirmed their interest in programs of this kind, but they have not advanced in this area yet. This is something they hope to improve, particularly in terms of training producers and upper-level media managers. There are now 20 LDC students in the M.A. and Ph.D. programs. There is some development interest among the faculty; about 12 faculty have some interest, and six have a strong interest in development.

The School of Communication has four sections, Journalism, Radio-Television-Film, Advertising, and Speech Communication.

(See the detailed list of institutions.)

UNIVERSITY OF WASHINGTON

Seattle, Washington 98195

Department of Communications
Alex S. Edelstein, Director
(206) 543-2100

The School of Communications has greatly expanded its offerings in international communications in Master's and Ph.D. programs. Faculty now includes specialists in Eastern and Western Europe and the Soviet Union, Asia, Africa and Latin America. Four faculty members are now actively engaged in international studies; they and subfaculty have research and language capabilities in each of these areas.

There are international communication "tracks" in all graduate programs, plus a newly instituted undergraduate major. Undergraduates major in Communications and are selective both with regard to communication skills courses and substantive areas. These range over area studies, as indicated above, communications theory and research, institutional studies, and applied professional areas that can encompass fisheries, forestry, business administration, and so forth. This new major is attracting a growing enrollment.

The School does not offer "development communication" courses in the conventional sense, but rather looks upon development as incorporated in the individual and being subject- or topic-specific.

Senior faculty include Dr. Edelstein (Western and Eastern Europe and Soviet Studies); Dr. Sheldon Harsel (Asian Studies); Dr. John Bowes (Latin American and Asian Studies); Dr. Anthony Giffard (African Studies).

Foreign students presently in the program represent Nigeria, the Ivory Coast, Sierra Leone, Japan, Malaysia, Singapore, Korea, Fiji Islands, Canada, the Philippines, Hong Kong, Taiwan, and Jordan.

Members of the faculty have joint appointments with the Institute for International Studies (formerly the Institute or Soviet and Far Eastern Studies), are identified with the China Council and the Battell Studies Programs, and have other institutional and programmatic associations and interests.

UNIVERSITY OF WISCONSIN

Madison,Wisconsin 53706
(608) 262-3691 University Number

Department of Agricultural Journalism
440 Henry Mall
Dr. Bryant Kearl, Dr. Lloyd Bostian (608) 262-1464

Dr. Bryant E. Kearl of the Agricultural Communication program is currently serving as Vice Chancellor of the university. In Agricultural communication at Wisconsin, the emphasis is on messages and audiences--that is, how to get particular messages to particular groups of people.

Kearl recommended Wisconsin, Cornell, Michigan State, Illinois, Iowa State, and Kansas State at Manhattan as having good programs in Agricultural Communication. In addition, he mentioned in-service training at the agricultural editorial offices of each state college of agriculture.

Finally, in agricultural journalism, the emphasis is more on practice than theory. If a person is going to be a planner or a staff person, he might be better off in a program like Stanford's. On the other hand, if he is going to be a communicator or organize a program, he might consider agricultural communication.

The faculty in the Department of Agricultural Journalism have considerable overseas experience and interest in studying communications and development. A majority of the department's graduate faculty have two or more years of overseas experience. The program has attracted international students for more than 25 years and currently has students from Nigeria, Malaysia, the Philippines, and elsewhere.

The Department works closely with the Land Tenure Center, the School of Journalism, the Mass Communications Research Center, and the Center for International Communication Studies. It offers a Master of Science degree that includes Agricultural Journalism and International Communication options, as well as a Ph.D. degree in Mass Communications offered jointly with the School of Journalism. Courses listed in Agricultural Journalism include the following: Farm and Home Radio Broadcasting, Seminar in Rural Communications Media, Seminar in the Role of Communication in Development, and Seminar in Agricultural Communication Research Design.

(See the detailed list of institutions.)

ARTHUR D. LITTLE, INC.

Management Education Institute
Acorn Park
Cambridge, Mass. 02140
Robert Abramson, Dean
(617) 864-5657

Arthur D. Little is a private firm that has as one of its enterprises a Management Education Institute (MEI). This is a twelve- to eighteen- month intensive training program in management. It is offered to individuals from developing countries, who receive an M.A. degree upon termination. The focus is on planning and management skills, and there are some electives which students can use to relate what they are learning to their own sectoral work--e.g., agriculture, telecommunications, etc.

People from comunication and related ministries have attended the course; for example, people from National Iranian Radio and Television have participated. Usually, the government covers the cost of the course, although in some instances AID has offered assistance.

Abramson is very open to discussion with AID about ways in which MEI could offer training to meet AID needs. Such possibilities would range from expanding the telecommuncations electives to designing special programs for AID-sponsored attendees.

ASSOCIATION FOR EDUCATIONAL COMMUNICATIONS AND TECHNOLOGY

(AECT)
1126 16 St. N.W.
Washington, D.C. 20036
(202) 833-4180

This is the largest national association in the instructional technology area. Howard Hitchens, the director, was unaware of any training being done by non-academic groups.

BROADCAST EDUCATION ASSOCIATION

1771 N Street, N.W.
Washington, D.C.
(202) 293-3500

Description: The BEA issues an annual register of colleges and universities in the U.S. that offer courses in radio and television.

DENVER RESEARCH INSTITUTE

Office of International Programs
University Park
Denver, Colorado 80208
(303) 753-2185

Established in 1973, the DRI Office of International Programs focuses upon cooperative programs of research and technical assistance with industrial research institutes and centers in developing countries throughout the world. Extensive contacts are maintained with approximately 60 research institutes in more than 25 developing countries in Africa, the Far East, Central and Southeast Asia, and Latin America. Problem-oriented networks and inter-institutional linkages have been established with technological institutes in a number of developing countries. DRI provides these institutes with such research services as management and technical assistance, know-how information services, long- and short-term training programs, executive development programs, and opportunities for joint participation in R&D projects. Through these associations, DRI has acquired a broad-based understanding of the developing countries' science and technology-related infrastructure, including acquaintanceship with government agencies, industry, and the university community.

The Institute's training experience has been with management development, at the middle management level or above. DRI is confident they could tailor-make courses, with the help of university or outside consultants. DRI is not basically a training institute, as the Performance Systems Design group within the Chrysler Institute is; DRI was established to broaden and strengthen the research activities of the University of Denver.

NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS

Broadcast Education Council
c/o Robert K. Avery
University of Utah
Salt Lake City, Utah 84112
(801) 581-5343

National Association of Educational Broadcasters
1346 Connecticut Avenue, N.W.
Washington, D.C. 20036
(202) 785-1100

The NAEB provides consultant services, feasibility studies and technical assistance for international educational broadcasting through its Office of Research and Development, and sponsors educational broadcasting institutes.

We talked with David Gillmore. He said that NAEB offers 15 to 20 short-term professional workshops per year in the areas of broadcast skills and management. These workshops last two to four days and he stressed that they are for professionals, not entry-level people in broadcasting.

Some examples of workshops offered during 1976-77 were the following:

1. Fiscal Management in Public Telecommunications
2. Improving Managerial Skills
3. Proposal Writing and Funding Sources
4. Designing Effective Instruction
5. Instructional Design in Radio and Television
6. Advanced Television Directing
7. Film Production for Television
8. Lighting for Television

OVERSEAS LIAISON COMMITTEE (OLC)

American Council on Education
One Dupont Circle
Washington, D.C. 20036
(202) 833-4700

The OLC cooperates with overseas universities to sponsor workshops and seminars on crucial areas in higher education, one of which is educational technology.

Dr. Charles Lyons, Director of the OLC, explained that they sponsor seminars once every year or so that might be of interest.

PERFORMANCE SYSTEM DESIGN

The Chrysler Institute
26001 Lawrence
Center Line, Michigan 48015
(313) 497-0614

Performance Systems Design was created by the Chrysler Institute to design better training systems for Chrylser Corporation. Now PSD sells its training programs not only to Chrysler plants and facilities, but to other companies, to the government, and to foreign governments. PSD's major tool is its skill in performance-based training, training which fits the way people learn. With this method, each learner gets training materials and audiovisual equipment and works on his own, at his own speed, with a trained monitor nearby for help.

In a letter from PSD's Media Design and Production group, the capabilities and flexibilities of the group are described:

"The success of the training programs developed by our instructional design specialists is directly related to the effectiveness of the media packages developed by our communications staff. Since many of these training programs are directed toward clients with low-level language skills, we rely heavily on a creative use of various instructional media, including photography, audio tape, slide/tape, and videotape. The writers and producers on our staff interact closely with the instructional design specialists to design and produce programs from clients in a wide range of content-areas with a wide scope of training needs. Having the combined resources of instructional design specialists and media specialists, we feel confident in expressing our capability to design and implement learning systems in communications training....

"As regards a training program in communications, we are able to offer instruction in:

1. Software Design and Development

2. Hardware Use

3. Evaluation and Research

and the opportunity for the learner to use these skills in a practical 'on the job' application.

"In Software Design and Development, the learner would be given exposure to program conceptualization, organization,

and script writing. Systems management would also be offered. Basic production skills could be mastered in Hardware Use--operating audio equipment, cameras, lights; editing; splicing, etc. The area of Evaluation and Research is a subject matter vital to communications of this kind, in which learners would be taught the procedures of audience analysis, and program effectiveness, as applied to their particular situation."

PSD appears to have considerable experience with training and a solid basis in instructional design. They have done some work in developing countries; within the Chrysler Corporation, and the Director of PSD, Dr. Mary Ann Cusack, has extensive experience in the Third World, and was formerly a professor within the Center for Educational Technology at Florida State University. PSD has the flexibility that could serve very specific training purposes, and could tailor a program to the needs and schedule of the learners.

TECHNICAL CAREER INSTITUTES, INC.

320 West 31st Street
New York, New York 10001

This company offers training in electronics technology, TV servicing, communications electronics, and computer technology, with emphasis on repair and servicing of equipment.

U.S. DEPARTMENT OF AGRICULTURE

International Training Office
Washington, D.C. 20250
Dr. Robert Ayling, Director
(202) 447-4711

The International Training Office in the Foreign Development Division is playing an increasingly important role in training people from developing countries in rural development, including the role of communications and media.

The International Training Office contracts with USAID and other organizations to do a variety of training programs--courses offered both here and overseas to general groups of students, and tailor-made programs to meet specific needs. Ayling and his colleague, Dr. Janet Poley, are open to further cooperation with DSB.

Trainees are sent by USAID missions and the host countries. Courses are based on airgrams to all missions and on consultations with AID's Office of International Training (OIT) and the regional bureaus. Long-term training has been in extension-system management and organization and in public administration. They have a project in the Seychelles to design and install a communication capability using videotape only, without broadcasting.

They offer short courses in the U.S. and in-country. They also slot LDC nationals into university programs in this country.

NON-U.S. INSTITUTIONS

BRITISH COUNCIL

10 Spring Gardens
London, SW1A 2BN
England
Telephone: 01-387-0166

The British Council offers intensive specialist courses in a number of areas at its training complex at Tavistock House. During 1977-1978 the following short-term, applied courses were offered in these areas of educational technology:

1. Radio production in formal education
2. Television production in formal or non-formal education
3. Audiovisual production techniques
4. Certificate in educational technology
5. Slide-tape advanced production
6. Closed circuit television production--introduction
7. Audiovisual aids production
8. Film-making and animation
9. Closed circuit television production--advanced
10. Closed circuit television production--intermediate
11. Television script writing for formal or nonformal education
12. Utilization and evaluation of educational broadcasting
13. Design photography and graphics for broadcasting in formal and non-formal education
14. Audio media in education and training
15. Slide/tape program production--introduction
16. Learning resource centers in secondary schools
17. Closed circuit television--portable and single camera
18. The use and production of audiovisual aids in education and training
19. Audiovisual media production in formal education

Length of these courses ranges from two to three days to three to four months. Most of the courses are of the longer term. Further details and listings for 1978-1979 are included.

CONCORDIA UNIVERSITY

Department of Communication Arts
Loyola Campus
7141 Sherbrooke Street, West
Montreal, Quebec H4B 1R6
(514) 482-0320, ext. 276

Fr. John O'Brien, chairman, has been developing the Department since 1974-75. About six LDC students are in the M.A. program. They have only a minor development focus. Media production, media criticism, research methods and a research project make up the program. The idea is to expose LDC students to a good program.

A listing of the faculty and courses is on file. It includes one course in Media and Development, which considers the relationships among media, social and cultural change and economic development. Theory, research and projects focus on media's possible effect on and usefulness to underdeveloped areas.

THE GERMAN INSTITUTE FOR DISTANT STUDIES

74 Tubingen
Wohrdstrasse 8
Germany

This Institute, run by an independent foundation, has as its chief aim the investigation of distance learning. Main target groups are postgraduate students or professional people. Most of its students study in their free time, without giving up jobs.

THE INSTITUTE OF DEVELOPMENT STUDIES

The University of Sussex
Andrew Cohen Building
Falmer, Brighton BN1 9RE
Sussex, England
Dr. Rita Cruise O'Brien

The Institute of Development Studies was established early in 1966, to be a British center concerned with Third World development and with the relationships between rich and poor nations. The aim of IDS teaching and research is to identify and study development problems, particularly those relating to poverty, employment, and income distribution within Third World countries and to the unequal relationship, economic, political, and cultural between the Third World and the rest of the economy.

The Institute's study program is designed to serve four categories of people. They are, broadly speaking, senior administrators from less developed countries drawn largely from the public and parastatal sectors; government officials from rich countries working on developing countries' problems; university teachers from less developed countries; and graduates wanting to go further in development studies. The first three categories are served by four- to eight-week study seminars, by study-group options, and by short courses. Graduate teaching is undertaken in collaboration with the University of Sussex; the Institute does not itself confer academic awards though it is directly involved in University graduate teaching, particularly with the two-year interdisciplinary postgraduate course in development studies.

Within this context, the IDS has run seminars for communicators. An example was the one in August-September 1977, whose objectives were "to encourage professional broadcasters to be more responsive to development needs and programmes, indeed take the initiative in their relationship with the government and its specialised agencies" and "to encourage research workers in mass communication in developing countries to consider new directions of research, and to promote the close collaboration required between researchers and broadcasters...."

The workshop was open to professionals in educational technology from Africa, Asia, and the Caribbean.

Other such workshops are held at IDS periodically. According to the director of the workshop, "there is likely to be another one in 1979/80 based in the Caribbean region on rather specific issues to do with the Caribbean food plan." Workshop themes center on integrating communication more fully into the development process at the planning stage.

INTERNATIONAL EXTENSION COLLEGE

131 Hills Road
Cambridge, CB2 1PD
England

The IEC provides information and consultation on distance teaching throughout the developing world, and assists with training programs.

The second annual three-month course on distance teaching and development with relevance for countries in the Third World will be offered jointly by the Department of Education in Developing Countries of the University of London Institute of Education and the International Extension College between April and July 1978. The course will be taught by IEC Directors Tony Dodds and Hilary Perraton; it is designed for people working in distance-teaching institutions in developing countries which are using combinations of printed materials, broadcasting, and face-to-face study.

The IEC is discussing with the Institute the offering of an option within their M.A. program on Distance Teaching. This option would be aimed at decision-makers within Ministries of Education, as well as within distance-teaching institutes themselves. If approved, this option will be available for the 1978-1979 school year. The regular courses of the Institute's Department of Education in Developing Countries are aimed mainly at educators from developing countries, so far with faint mention of communication.

INTERNATIONAL INSTITUTE FOR EDUCATIONAL PLANNING (IIEP)

7 rue Eugene-Delacroix
75 Paris-16
France

This Institute was established by UNESCO to serve as an international center for advanced training and research in educational planning. It cooperates with interested training and research organizations throughout the world.

THE OPEN UNIVERSITY

Walton Hall
Milton Keynes, England

The Open University has established a Consultancy Service to meet the demands for technical and training assistance from other countries. That service has offices at 1717 Massachusetts Avenue, N.W., Washington, D.C. Also, the Institute of Educational Technology within the BOU is developing courses for the staff of overseas institutions.

RADIO NEDERLAND TRAINING CENTRE

55- P.O. Box 222
Hilversum, The Netherlands

The Centre offers two four-month training courses each year in educational television and radio for nationals of developing countries. Total financial support, including air fare to and from The Netherlands is provided for those admitted.

The courses are all conducted in English, so fluency in that language is a requirement for admission. A detailed description of the 16-week training courses is on file. For further information, write:

Netherlands Ministry of Foreign Affairs
International Technical Aid Department
Casuariestraat 16
The Hague
The Netherlands

SIMON FRASER UNIVERSITY

Department of Communication Studies
Burnaby, B.C. V5A 1S6
William Melody, Chairman
(604) 291-3595

They have a growing interest in international communication applications. In the past year, they hired a new professor with these interests--Robert Anderson, who worked in Bangladesh with the World Bank. He now offers a course on both the graduate and undergraduate levels. Also there are courses that touch on many international communication issues, such as courses on the political economy of communication, communication in other cultures and Canadian institutions in international development. The whole matter of development is very important now in Canada and in British Columbia in particular. Melody's current work is in Alaska, so their strengths are India, Bangladesh, the South Pacific, and Alaska. In addition, Dallas Smythe has broad international interests. The Department is receiving more and more applications from LDC students all the time. They also get many students from more remote areas of the Canadian North, who are looking for ways to apply communications to their own areas.

They have offered short courses in the past, and hope to do so in communications-for-development areas in the future.

THOMSON FOUNDATION

16 Stratford Place
London WIA 4YG
England

This is an educational trust which annually provides two four-month courses for members of the production and engineering staff of recognized broadcasting organizations in developing countries.

After May 1977 the Foundation began concentrating on the following:

1. Where facilities are available, training courses in production and operational skills on home stations.

2. Experts to work with production and operational staff on programs and to assist them to improve the output quality.

3. Consultancies on such matters as staff training, efficient operational systems and procedures.

4. Help with the setting up of local staff training centers by using the expertise built up over the years at the College.

5. Acting in a consultancy capacity to find any contract personnel required.

6. Color conversion courses for production and operational staff.

7. Training in specialized production areas, e.g., television filming, drama, news, documentaries, children's programs, etc.

8. Training in specialized operational areas, such as lighting, design, graphics, and sound.

UNIVERSITY OF LEICESTER

Centre for Mass Communication Research
104 Regent Road
Leicester LE1 7LT
England
Prof. James Halloran

The Centre for Mass Communication Research is a post-graduate research institute. As such, it offers no training appropriate for developing-country personnel working in positions of interest to AID.

The University School of Education offers through the Centre a course in education and communication leading to a Master's degree. Even this course, however, does not appear to be development-oriented. In education, the areas of study include: the development of the sociology of education; the sociology of knowledge and the sociology of the curriculum; and theoretical issues associated with the sociological study of education and mass communications. In mass communications, the areas of study are: approaches to the sociology of audiences; and structure and process in mass communications.

UNIVERSITY OF MONTREAL

Department of Communication
Montreal, Canada H3C 3J7
James R. Taylor, Director
(514) 343-6039

Universite de Montreal
Section de Communication
Faculte des Arts et des Sciences
C.P. 6128, Succursale A
Montreal (Quebec)
Canada, H3C 3J7
Madame Annie Mear
(514) 343-6039

The University of Montreal offers a Master of Science degree in Communication. The program is designed to train researchers in communications; its graduates go either to further training in a specialization of this field of study, or to work in business and industry.

Each student progresses through three levels: basic courses, a specialization, and the preparation of an individual project. The three areas of specialization are: (1) the media and society; (2) symbolic systems; and (3) communication institutions and systems. Although production courses are offered, they are not taught on a professional level, since the main emphasis is on research.

UNIVERSITY OF WINDSOR

Communication Studies
Windsor, Ontario N9B 3P4
Garth Jowett, Director
(519) 253-4232

The University of Windsor, Communication Studies started a Master's program in 1977. Communication and national development is one of three areas that may be emphasized in that program. The other two are 1) communication and instructional development and 2) communication policy. There are a number of international students in their undergraduate programs. They have been receiving an increasing number of inquiries from students in Third World countries.